

English Toolkit: Indicator 2.1.1

Goal 2.0 Composing in a Variety of Modes

Expectation 2.1 The student will compose oral, written, and visual presentations that inform, persuade, and express personal ideas.

Indicator 2.1.1 The student will compose to inform by using appropriate types of prose.

Assessment Limits:

Composing to explain an idea or examine a topic

- using description to support the writing purpose
- using personal ideas to support the writing purpose

Composing to meet the criteria of the ECR rubric

- fulfilling the writing purpose as stated in the prompt
- including relevant and complete support of ideas
- organizing appropriately for the writing purpose
- using language carefully and correctly
- demonstrating attention to audience understanding and interest
- having no errors in usage or conventions that interfere with meaning

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Public Release #1 - Extended Constructed Response Item - Released in 2005

English Indicator 2.1.1

Read the prompt below. Follow the directions in the prompt for writing your essay.

Write a well-organized essay about one personal quality you most admire in a parent or another adult you know. Develop your ideas with appropriate details about the person you select and how he or she demonstrates the quality you admire. Be sure that your essay is fully developed, that it is logically organized, and that your choice of words clearly describes your thoughts.

The following 10 Anchor Papers represent a range of score points and are used in conjunction with the rubrics to assess student responses.

Anchor Paper #1

Score for Anchor Paper #1: Rubric Score 1

Annotation: In this minimal response, the student chooses a World History teacher's patience as a most admired quality. Although a few supporting details are given, these are a mixture of the specific (extremely calm and patient waiting for the kids in my class to be quiet and behave) and the vague (many bad things could happen). No organizational structure is demonstrated due to the brevity of the response.

Anchor Paper #2

Score for Anchor Paper #2: Rubric Score 1

Annotation: Because this student provides a random variety of traits (puts food on the table; go shopping and spend a lot of time; takes care of me; someone I can depend on) with minimal details, this response lacks both the support and the organization needed for a higher score.

Anchor Paper #3

Score for Anchor Paper #3: Rubric Score 2

Annotation: This student suggests a mother's honesty as the most admired quality. Some information (always replies with the truth; may not be what I want to hear; puts me in check when my head gets a little too big) is given to support this idea, but no specific details are supplied. An attempt at organization is evidenced by the tight focus on honesty.

Anchor Paper #4

Score for Anchor Paper #4: Rubric Score 2

Annotation: Although organized, this response contains both repetitious (how she is understanding; one how understands me; sister does not understand; she understanding) and general details (I do certain things; you need help with something; despite all the things that my sister had put her through). The result is an oversimplified response that only attempts to address the writing purpose.

Anchor Paper #5

(Continued on following page)

Score for Anchor Paper #5: Rubric Score 2

Annotation: Using a mixture of specific information (Taekwando instructor; known her for almost four years) and general details (after I did this everyone had an understanding of everyone elses feelings), this student describes Amanda's ability to give good advice. More development of the ideas would strengthen and clarify this oversimplified response. For example, to what other people/situations has she offered her advice? How did the advice fix the writer's concerns about hurting the parents' feelings?

Anchor Paper #6

Score for Anchor Paper #6: Rubric Score 3

Annotation: This student uses a formulaic organizational structure, including an opening preview, a paragraph on each of the types of devotion, and a conclusion that summarizes the response. All of the ideas are supported with a mixture of specific details (go to the

movies, go bowling; works hard at work everyday because he comes home exhausted; coaches my sister's basketball team) and general statements (does stuff around the house; he doesn't like work very much). Even though the development of the three body paragraphs is uneven, the essay adequately addresses the writing purpose.

Anchor Paper #7

Score for Anchor Paper #7: Rubric Score 3

Annotation: This organized essay contains adequate support and elaboration about the mother's cleaning skills. Particularly effective are the second and third paragraphs which give very specific details (takes care of a cat, a dog, a son, a daughter; vacumes about twice a day; dusts or clean windows). By providing a well-rounded, and somewhat humorous, portrait of the mother (nothing stands in her way; always up and doing something; relieves the stress she builds up), the audience's understanding and interest are addressed.

Anchor Paper #8

(Continued on following page)

Score for Anchor Paper #8: Rubric Score 3

Annotation: Using a chronological organizational structure and clear word choice (essential; prominent positions), this student describes the mother's work ethic from her college years through her current job. While each life phase is developed with some support (working as an RA; she and I are only a year apart so she had her hands full; creative director in a graphic design company), more specific and extended development, particularly in the fourth paragraph, and/or purposeful word choice would strengthen the response.

Anchor Paper #9

(Continued on following page)

Score for Anchor Paper #9: Rubric Score 4

Annotation: In this organized, well-developed essay, the student pauses to elaborate on each of the ways the mother is organized. Relevant and complete details are provided throughout the response (every week my mom posts the week-long schedules of everyone in the house; holds regular teaching sessions for residents and medical students after hours) as the student fluidly moves from one idea to the next. The word choice (single-handed; hectic and stressful; color-coded binders), though not vivid, is purposeful and helps to demonstrate attention to the audience's understanding and interest.

Anchor Paper #10

(Continued on following page)

Score for Anchor Paper #10: Rubric Score 4

Annotation: Through purposeful word choice (an even-minded approach; wisps; fervently; nostalgia) and seamless organizational structure, this student paints an indelible portrait of a father. Because the specificity of the language conveys so much information in each sentence, this response, though brief in appearance, is a well-developed essay that fulfills the writing purpose. The audience's interest is stimulated from the first paragraph, the physical description, to the last paragraph, the father's effect on the writer.

Public Release #2 - Extended Constructed Response Item - Released in 2006

English Indicator 2.1.1

Read the prompt below. Follow the directions in the prompt for writing your essay.

Write a well-organized essay about an experience that has created long-lasting memories for you. Develop your ideas by describing the experience and explaining why it was memorable. Be sure that your essay is fully developed, that it is logically organized, and that your choice of words clearly describes your experience.

Use the space on page __ in your Answer Book for planning your response. Then write your essay on the lines on pages __ and __.

The following 10 Anchor Papers represent a range of score points and are used in conjunction with the rubrics to assess student responses.

Anchor Paper #1

Score for Anchor Paper #1: Rubric Score 1

Annotation: This response provides minimal support about the experience of learning to talk. Due to the brevity of the essay, elaboration is sparse, and no organizational structure is demonstrated.

Anchor Paper #2

Score for Anchor Paper #2: Rubric Score 1

Annotation: This response provides minimal support about a trip to OZZFEST, but it is too brief to demonstrate an organizational structure. As a result, the elaboration seems randomly presented (It was fun; see a lot of attractive girls; we got lost).

Anchor Paper #3

Score for Anchor Paper #3: Rubric Score 2

Annotation: This oversimplified response about a tornado attempts an organizational structure, but the elaboration is presented somewhat randomly. As a result, a coherent sequence is difficult to find. Details of the event are either incomplete (I would watch storm movies; see if we could help out some) or general (very interesting night; very interesting looking; the biggest that I have ever seen). The result is an oversimplified essay that only attempts to address the writing purpose.

Anchor Paper #4

Score for Anchor Paper #4: Rubric Score 2

Annotation: This oversimplified response about a trip to a Detroit Tigers baseball game attempts an organizational structure by using a clear introduction and conclusion. However, the elaboration is incomplete (I got lost...but I found my back) and the word choice repetitious (with my dad and brother), leaving many unanswered questions about the experience. The development of the ideas needs to be more coherently presented and more fully elaborated to achieve a higher score.

Anchor Paper #5

Score for Anchor Paper #5: Rubric Score 2

Annotation: This oversimplified response addresses the memories of a lacrosse season. An organizational structure is attempted, but the elaboration is primarily general (very fun; we played good and other times we played bad; a lot of us won't play at a higher level; I just

love the game). The result is an incomplete essay with few specific details and little awareness of the audience's understanding and interest.

Anchor Paper #6

Score for Anchor Paper #6: Rubric Score 3

Annotation: Focusing on a trip to Disney World, this complete essay provides an organizational structure with adequate support and elaboration. The writer uses clear word choices (had a blast; overcame our fears) and competently transitions between ideas. More specific support and elaboration, as well as more purposeful word choice, are needed to achieve a higher score.

Anchor Paper #7

(Continued on following page)

Score for Anchor Paper #7: Rubric Score 3

Annotation: This complete essay uses a formulaic five-paragraph structure to describe memories of a trip to Hilton Head, South Carolina. Support is adequate and clearly stated (take a nap in the shade when I got tired; a perfect course where the grass was trimmed neatly; never a shortage of things to do). However, much of each paragraph consists of a general preview and conclusion, instead of providing more specific support and elaboration - both of which are needed to achieve a higher score.

Anchor Paper #8

(Continued on following page)

Score for Anchor Paper #8: Rubric Score 3

Annotation: This complete essay uses a clear organizational structure to describe the memory of being tested for a brain tumor. Although the word choice is purposeful at times (abnormal symptoms; became dizzy at random times; alleviate my pain), most of the elaboration is only adequate (there wasn't a day that I was not worried; I realized that I wasn't ready to die). More consistent use of purposeful word choice and richer development are needed for a higher score.

Anchor Paper #9

(Continued on following page)

Score for Anchor Paper #9: Rubric Score 4

Annotation: From introduction to conclusion, this organized, well-developed essay layers relevant elaboration describing the memory of a girl getting her ears pierced. The writer provides relevant, complete details and consistently purposeful word choice (seemed so daring and mature; Anticipation was building inside of me; an insane, one-eyed demon; I started bawling) that effectively engage the reader's attention.

Anchor Paper #10

(Continued on following page)

Score for Anchor Paper #10: Rubric Score 4

Annotation: Using a seamless, effective organizational structure, this writer presents a well-developed description of the memory of a childhood bee sting. The support is relevant and complete, and purposeful word choice is consistently provided throughout the response (striped in yellow and black, gave off a droning, whining buzz; harbored evil in their speck-sized brains; the very substance of nightmares and deaths stalked and captured me; sensing my impending doom curdling within). Close attention to audience is demonstrated, and the reader is engaged by a thoughtful and evocative tone in the descriptions.

Public Release #3 - Extended Constructed Response Item - Released in 2007

English Indicator 2.1.1

Read the prompt below. Follow the directions in the prompt for writing your essay.

Write a well-organized essay that describes a childhood experience you would like to share with a young person. Develop your ideas by describing the experience you would like to share and by explaining why you would like to share it. Be sure that your essay is fully developed, that it is logically organized, and that your choice of words clearly expresses your thoughts.

Use the space on page ____ in your Answer Book for planning your response. Then write your essay on the lines on pages ____ and ____.

The following 10 Anchor Papers represent a range of score points and are used in conjunction with the rubrics to assess student responses.

Anchor Paper #1

Score for Anchor Paper #1: Rubric Score 1

Annotation: This writer provides minimal support (in my head; 1st grade; mall) about a time when he/she ran into a mirror and had to have stitches. The response is too brief to demonstrate an organizational structure.

Anchor Paper #2

Score for Anchor Paper #2: Rubric Score 1

Annotation: While this response shows evidence of an attempt to address the prompt, it primarily consists of vague generalities (teach you what to do; different things to do; a lot of fun doing it) and words/phrases re-stated from the prompt (the experience I would like to share; I would like to share this experience). Minimal support is given to elaborate the experience mentioned (how to make ppaJ sandwich).

Anchor Paper #3

Score for Anchor Paper #3: Rubric Score 2

Annotation: This oversimplified response contains incomplete support and elaboration about attending a baseball game with a grandparent. While some general details are supplied about the experience (the game took place at Camden yards...We spent most of our time talking to each other rather than watching the game. We laughed and when it began to rain we didn't even notice), none of the experiences are developed with support and/or elaboration. The chronological presentation and the use of transitional devices (when it began to rain; after that game) demonstrate an attempt at an organizational structure.

Anchor Paper #4

Score for Anchor Paper #4: Rubric Score 2

Annotation: This organized, but oversimplified, essay describes an amusement park trip. The support and elaboration are incomplete, consisting primarily of generalities (a lot of fun; people who wants entertainment; familys can bond) and minimally extended ideas (you can play to win prizes...like stuffed animals, video games, fish, or toys; a lot of great food; If you never tried funul cakes you should try one theyre great).

Anchor Paper #5

(Continued on following page)

Score for Anchor Paper #5: Rubric Score 2

Annotation: Though organized, by the use of a formulaic five-paragraph structure, this response contains incomplete support and elaboration. Because the student needs to pause and elaborate (I remember when I was playing paintball, I almost shot my own foot; I kept falling, but I developed balance; these sports cost a little bit, but when you get into them price won't matter), little awareness of the audience's understanding is demonstrated. The paragraph about the sponsors, however, does contain some extended, but list-like, development.

Anchor Paper #6

Score for Anchor Paper #6: Rubric Score 3

Annotation: The writer of this response uses clear word choice (ignored; heaved; rushing) and specific detail (a huge rock, about six or seven inches long; the rock came falling down quicker than he could move and it caught him right on the edge of his forehead) to provide adequate support and elaboration for a cautionary tale about tossing rocks into the air. The response is organized chronologically and demonstrates appropriate use of transitional devices. In order to receive a higher score, this writer needs to pause and elaborate on the events within the rock throwing incident.

Anchor Paper #7

(Continued on following page)

Score for Anchor Paper #7: Rubric Score 3

Annotation: This writer employs a five-paragraph organizational strategy to explain the experience of the first day of school. Some support and elaboration are given for each of the main ideas: teachers, classmates, new school; and the writer's word choice is clear. However, the support and elaboration are merely adequate and do not reach the relevant and complete level that is needed for a higher score.

Anchor Paper #8

(Continued on following page)

Score for Anchor Paper #8: Rubric Score 3

Annotation: Adequate support and elaboration about a time when the writer fell into a "sting-a-ray" tank are provided for this complete and organized response. The essay contains some specific details (big tank of sting-a-rays in the center of the building; I am very short; can't see over the tall railing; the security called someone and the scuba diver came in), and the word choice is clear. More purposeful word choice and specific, relevant details would strengthen this response.

Anchor Paper #9

(Continued on following page)

Score for Anchor Paper #9: Rubric Score 4

Annotation: This fluent, well-developed response uses purposeful word choice (vast crater; prowl; adjacent; powerless) and thoughtfully chosen, specific details (the small town of Kejege; a low rumbling roar; a zebra ran past at the break of day) to provide complete support and elaboration. The essay is organized chronologically around the story of the marauding lion. Although the ending is somewhat abrupt, the writer's use of language, combined with a keen awareness of audience, vividly recreates this experience.

Anchor Paper #10

(Continued on following page)

Score for Anchor Paper #10: Rubric Score 4

Annotation: In this organized, insightful, and thoroughly developed response, the writer provides complete support and elaboration through purposeful word choice (whispered conference; pleading; our horrible game) and thoughtful selection of relevant, specific details (bit of a Tom boy; scrambling through bushes, and sprinting down sidewalks; it gave us attention; it made us seem better than him). Also, the essay's effective organizational structure equally balances the description of the writer's treatment of Paul and the reason for sharing the experience. (As a child, you first learn how to compete, in board games, sports, or getting a better present than your little brother. It is hard not to use the advantages you were born with to win over others in a way that makes them feel bad.)

English Indicator 2.1.1 Answer Key

Public Release Item #1 - Extended Constructed Response (ECR) - 2005
Refer to Annotated Student Responses and Scoring Rubric

Public Release Item #2 - Extended Constructed Response (ECR) - 2006
Refer to Annotated Student Responses and Scoring Rubric

Public Release Item #3 - Extended Constructed Response (ECR) - 2007
Refer to Annotated Student Responses and Scoring Rubric

Rubric - Extended Constructed Response (ECR)

Score 4

The response is a well-developed essay that fulfills the writing purpose.

- Develops ideas using relevant and complete support and elaboration
- Uses an effective organizational structure
- Uses purposeful word choice
- Demonstrates attention to audience's understanding and interest
- Has no errors in usage or conventions that interfere with meaning

Score 3

The response is a complete essay that addresses the writing purpose.

- Develops ideas using adequate support and elaboration
- Uses an organizational structure that supports the writing purpose
- Uses clear word choice
- Demonstrates an awareness of audience's understanding and interest
- Has few, if any, errors in usage and conventions that interfere with meaning

Score 2

The response is an incomplete or oversimplified attempt to address the writing purpose.

- Has incomplete or unclear support and elaboration
- Attempts to use an organizational structure
- Demonstrates little awareness of audience's understanding and interest
- May have errors in usage and conventions that interfere with meaning

Score 1

The response provides evidence of an attempt to address the prompt.

- Has minimal or no support or elaboration
- May be too brief to demonstrate an organizational structure
- Demonstrates little or no awareness of audience
- May have errors in usage and conventions that interfere with meaning

Score 0

The response is completely irrelevant or incorrect, or there is no response.